

STATE PLAN REFERENCE SHEET FOR PERKINS IV					
WORKGROUP: SPECIAL POPULATIONS/NON-TRADITIONAL (DELIVERABLES: III.A.1(a)(b)(c),2,3,4,5)					
SECTION	PART	SUBPART	PERKINS IV STATE PLAN GUIDE [RELEVANT SECTIONS OF THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006 IN BRACKETS]	TRANSITION PLAN	RELATED SECTIONS OF PERKINS III STATE PLAN
III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS					
III	A	1	<p>You must describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—</p> <p>(a) Will be provided with equal access to activities assisted under the Act.</p> <p>(b) Will not be discriminated against on the basis of their status as members of special populations; and</p> <p>(c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]</p>	<p>a) The DE will describe how special population students will be provided with equal access to activities assisted under the Act.</p> <ul style="list-style-type: none"><li>• A DE consultant is assigned at the state level to work with both secondary and postsecondary recipients regarding equal access of special populations and on promotion of nontraditional training and employment.</li><li>• Continuation of the Special Populations Leadership Team that includes representatives from community colleges across the state, K-12, AEAs, corrections, vocational rehabilitation, and higher education. Participants have an interest in special population students and provide guidance, input, and support for statewide equity efforts to insure equal access to activities and programs.</li><li>• Collection of data to evaluate access and achievement of the special population students.</li><li>• Provide technical assistance and professional development to teachers, administrators, counselors, and curriculum staff at LEAs and community colleges to address access and achievement of special population students.</li><li>• Convene community college equity and special population coordinators on a regular basis so there is sharing regarding successful strategies for serving special population students.</li><li>• Continue to emphasize articulation between secondary and postsecondary programs regarding the importance of assisting special population students to transition from secondary and postsecondary education.</li></ul>	<p>See IV.A.2, Describe how equity access will be provided to members of special populations under Perkins III [Sec. 122(c)(8)(A)]</p> <p>See IV.A.3, Describe how members of special populations will not be discriminated against because of their status as special populations [Sec 122(c)(8)(B)]</p> <p>See IV.A.4, Provision of programs designed to enable special populations to meet or exceed State adjusted levels of performance and prepare them for further learning and high skill, high wage careers [Sec. 122(c)(8)(C)]</p>

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				<p><i>Continued from previous page</i></p> <ul style="list-style-type: none"><li>• Promote development of secondary student individualized career planning with parent/significant adult input through dissemination of materials targeting this effort.</li><li>• Continuation of partnerships with Iowa Workforce Development, Iowa Department of Economic Development, the Department of Human Services, and the Iowa Commission on the Status of Women to promote nontraditional employment and training.</li><li>• Continuation of an annual Community College Diversity Seminar that initiates the annual professional development series focusing on nontraditional training and equal access of special population students to employment.</li><li>• Support the content of the <i>Diversity Iowa Website</i>, a resource for Iowa educators from kindergarten to postsecondary school in their efforts to recognize and reflect diversity in their classrooms and to provide students with a welcoming, supportive, and effective learning environment. The website will provide assistance in their efforts to promote nontraditional occupations.</li><li>• Provide information to secondary guidance counselors, student services personnel, and other individuals regarding the value of nontraditional occupations and strategies to promote them with students and parents at the local level, including media promotion of nontraditional employment.</li><li>• Provide strategies for career and technical student organizations to increase the involvement of students who are members of special populations.</li></ul>	

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				<p><i>Continued from previous page</i></p> <ul style="list-style-type: none"><li>• An amount not to exceed \$100,000 will be available to serve individuals in the state correctional institutions, both those serving youth and those serving adults. The funds available will be utilized to provide services to individuals who choose to enroll in CTE programs. State correctional institutions seeking the use of funds will submit an application responding to the requirements of the Perkins Act in the same manner as applicants applying for basic grant funds. In addition, institutions utilizing these federal funds will be responsible for maintaining and reporting performance measure data on all Perkins funded activities.</li></ul> <p>b) The DE and the recipients will not discriminate against special population students on the basis of their status as members of special populations.</p> <ul style="list-style-type: none"><li>• Local applicants will be required to sign an assurance that they will not discriminate and must also provide information regarding how equal access will be achieved. To assist in this, examples of strategies that promote nondiscrimination will be provided. Professional development activities provided by the DE and other agencies will assist recipients of Perkins funds to develop strategies to assure nondiscrimination.</li></ul> <p>c) The recipients will provide programs designed to enable the special population students to meet or exceed state adjusted levels of performance and will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Section 122(c)(9)(A)-(C)]</p> <ul style="list-style-type: none"><li>• Recipients will clarify in the local application how they will be accountable for achievement of special population students, including nontraditional enrollment and graduation performance</li></ul>	

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				<p><i>Continued from previous page</i></p> <p><b>measures. Eligible recipients must develop an improvement plan if they fail to meet the adjusted state standards, including those for special populations.</b></p> <ul style="list-style-type: none"> <li>• The application will require recipients to describe how programs will be designed to assist special populations to meet or exceed the performance levels. DE staff will participate in and will help design staff development activities related to assisting special population students in order to provide technical assistance to eligible recipients.</li> <li>• The application guidelines will explain the ramifications to recipients not meeting or exceeding the state levels of performance. To provide assistance to recipients, the DE will develop suggestions on how to identify high-skill, high-wage, or high-demand occupations at the regional level and how to assist students to obtain employment or further education.</li> <li>• The Tech Prep application will require recipients to address promotion of nontraditional occupations and to describe strategies to be used in meeting the needs of students who are members of special populations.</li> </ul>	
III	A	2	You must describe how you will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]	Not required.	See IV.A.5, How the needs of students in alternative education programs will be addressed, if appropriate [Sec. 122(c)(13)]
III	A	3	You must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]	Not required.	See IV.A.4, Provision of programs designed to enable special populations to meet or exceed State adjusted levels of performance and prepare them for further learning and high skill, high wage careers [Sec. 122(c)(8)(C)]

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					<i>Continued from previous page</i> See IV.A.6, Describe how funds will be used to promote preparation for nontraditional training and employment [Sec. 122(c)(17)]
III	A	4	You must describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]	Not required.	See IV.A.7, Description of how funds will be used to serve individuals in State correctional institutions [Sec. 122(c)(18)]
III	A	5	You must describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended. For further guidance and examples, see the Notice to All Applicants at <a href="http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc">http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc</a> .	Not required.	Not found.

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<div>C. Procedural Suggestions and Planning Reminders</div> <div><div>✓</div>Be sure that your local applications or forms seek complete information from eligible recipients on their proposed programs, services, and activities for special populations. See section 134(b)(8)(A)-(C), and 134(b)(9)-(10).</div> <div><div>✓</div>The Act eliminated “individuals with other barriers to educational achievement” from the definition of special populations. See section 3(29).</div> <div><div>✓</div>Under the State leadership set-aside, there is a cap of not more than 1 percent of the funds allotted to you under section 111 of the Act that can be used to serve individuals in State institutions. See section 112(a)(2)(A).</div> <div><div>✓</div>You may wish to refer to Program Memorandum OVAE/DVTE 99-13 for additional background information concerning the reservation and use of State leadership funds for activities related to non-traditional training and employment.</div> <div><div>✓</div>Your accountability system must be able to disaggregate data for each of the core indicators of performance under section 113(b)(2) of the Act for the categories of students described in section 1111(h)(1)(C)(i) of the Elementary and Secondary Education Act of 1965, as amended, and section 3(29) of the Act that are served under the Act. See section 113(c)(2)(A).</div>					